

## RISK ASSESSMENT

<b>ACTIVITIES:</b> (What will you be doing and with whom?)	<b>Activities Impacted by the CORONAVIRUS PANDEMIC</b>			
<b>DATE OF RISK ASSESSMENT:</b>	<b>Date completed/last reviewed:</b>	8 <sup>th</sup> March 2021	<b>Date to be reviewed:</b> (Max timeframe 1 year)	31st July 2021 or when guidance or circumstances change, if earlier.
<b>STAFFING:</b> (Staff deployment, responsibilities, expertise, etc.)	Owned by the Director of Finance & Operations consulting with Trust Executive and staff representatives			
<b>OVERALL RISK SCORES:</b> (For the highest risk hazard)	<b>Untreated score:</b>	<b>3 x 3 = 9</b>	<b>Treated score:</b>	<b>2 x 2 = 4</b>

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
<b>Low risk of severe Covid-19 infection</b>	Students, staff and visitors may become infected which will normally result in mild symptoms but could result in severe illness or death.	<ul style="list-style-type: none"> <li>Keep schools open.</li> <li>Site-level risk assessments and system of controls listed below in place.</li> <li>Keep students, staff and visitors informed about the risk of infection and how to minimise it, through assemblies and notices/signage or online communication.</li> <li>Inform students, parents and staff about when to stay at home and the latest rules on year group 'bubbles' and household-isolation and shielding of vulnerable people.</li> <li>Support public health tracking measures (eg regarding regular testing, use of tracking apps, recording those who come into close contact as far as possible).</li> </ul>	<b>1 x 3 = 3</b>			

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>• Rules in place concerning use of face coverings in line with Government guidelines and local conditions. If the risk level is at the higher end of this range then face coverings may be mandatory for adults and pupils in common internal areas and in some classroom settings except for those who are exempt. If the risk level is at the lower end then use of face coverings may be optional. Medical face masks are made available for staff.</li> <li>• Permit home working for efficiency/convenience reasons where the job role allows it or work space constraints do not allow social distancing. Apply the provisions of the Home Working Policy to to help ensure safe and effective home working.</li> <li>• Apply/dis-apply social distancing measures in school in accordance with the latest DfE guidance (probably year group 'bubbles' for students and 2m distancing).               <ul style="list-style-type: none"> <li>○ Timetable may be adjusted to provide for movement of teachers instead of classes, staggered start and end of day, break times and lunch times, balanced with resulting disruption.</li> <li>○ Limit large gatherings to year group assemblies.</li> <li>○ Restrictions on singing (3m/small groups).</li> <li>○ Classroom desks face forward where possible</li> </ul> </li> </ul>				

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>○ Changed circulation arrangements to minimise contact between different year groups and adult distancing.</li> <li>○ Separate playground areas or break times in classrooms</li> <li>○ Lunchtime arrangements to support separation of year group 'bubbles' and distancing for adults.</li> <li>○ Procedures in place regarding shared staff work spaces and equipment including logging use and cleaning between uses.</li> <li>● Operate arrangements for students taken ill at school including providing isolation rooms for those displaying coronavirus symptoms and advice on not travelling home by public transport.</li> <li>● Encourage and provide for regular handwashing or use of hand sanitisers. Inform staff and students about handwashing and avoiding touching your face.</li> <li>● Limit gatherings, assemblies, meetings, events: deliver online where possible.</li> <li>● Focus cleaning during the day and other hygiene measures – likely to include regular cleaning of high risk surfaces including table tops, door handles, keyboards, toilets and deep clean/disinfection of isolation rooms when required. Cleaning of classroom surfaces between lessons for different year groups.</li> </ul>				

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>• Provide required protection/PPE for welfare staff and others at particular risk in the event that a case arises in school. PPE will probably not be required for reception staff.</li> <li>• Take the current level of risk and DfE/FCO/insurer advice into account when deciding whether to undertake/cancel school trips. UK non-residential trips should be OK.</li> <li>• Arrangements in place to deal with a case or an outbreak on the instructions of the DfE/public health authorities ranging from self-isolating of close contacts to temporary move to partial closure/remote/blended learning model for that bubble or larger group.</li> </ul>				
<b>Medium to high risk of severe Covid-19 infection</b>	Students, staff and visitors may become infected which will normally result in mild symptoms but could result in severe illness or death.	<ul style="list-style-type: none"> <li>• Keep schools open, following public health advice and DfE instructions on requiring some groups to stay at home in response to a case or outbreak, delivering the curriculum through a blended (on-site/remote) model where required (see the bottom bullet point).</li> <li>• Site-level risk assessments and system of controls listed below in place.</li> <li>• Keep students, staff and visitors informed about the risk of infection and how to minimise it using assemblies (if possible) and notices/signage or online communication and local arrangements.</li> <li>• Inform students, parents and staff about when to stay at home and the latest rules on household isolation and shielding of vulnerable people.</li> </ul>	$1 \times 3 = 3$			

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>• Support/participate in public health tracking measures as required (eg regarding regular on-site and home testing, recording of results, use of the tracking app and recording those who come into close contact as far as possible).</li> <li>• Temperature testing regime/spot checks or everyone entering the site may be applied to raise confidence, requiring those who fail the test to go home and take advice from NHS111/119.</li> <li>• Face coverings are mandatory for adults and pupils in common internal areas and may be required in some classroom settings except for those who are exempt. Medical face masks are made available for staff.</li> <li>• Balance on-site working with home working depending on current circumstances and the type of role (ie some office staff and teaching staff not required in school/supporting online learning). For staff needed in school, limit numbers in offices/mixing using shifts/ prioritise those reliant on public transport for working from home. Apply the provisions of the Home Working Policy to help ensure safe and effective home working.</li> <li>• Apply social distancing measures and implement changes to support this, in accordance with the latest DfE guidance (year group 'bubbles' for students and 2m distancing).               <ul style="list-style-type: none"> <li>○ Timetabling/setting options – rota model (2 weeks on, 2 weeks off), smaller classes,</li> </ul> </li> </ul>				

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<p>movement of teachers instead of classes, staggered periods, rotating year groups, shorter or no break times – where possible.</p> <ul style="list-style-type: none"> <li>○ Changed entry, exit, circulation, queuing and lining up arrangements including fire assembly to maintain distancing. Limit congestion in toilet areas.</li> <li>○ Advice on travel to/from school and drop-off and collection arrangements. Encourage walking/cycling. Pass on guidance on use of public transport. Minimise mixing (bottlenecking and queuing) at entrances by opening all available gates and staggering start/end times.</li> <li>○ Alter dining arrangements to eliminate mixing and maintain social distancing.</li> <li>○ Very limited large gatherings, assemblies (year group only), meetings, events: deliver them with strict social distancing or online.</li> <li>○ Online learning: provide an online curriculum for students not attending school, blended learning for those with reduced timetables and a taught curriculum with supporting online resources for those on a full timetable. Help students with home technology where this is a significant barrier and funding/equipment is available.</li> <li>○ Limit access for visitors and contractors and require appointments, social distancing and face covering while on site.</li> </ul>				

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>○ Procedures in place regarding limited sharing of staff work spaces and equipment including cleaning between uses.</li> <li>● Operate arrangements for students taken ill at school including providing isolation rooms for those displaying coronavirus symptoms and advice on not travelling home by public transport.</li> <li>● Require/timetable and provide for regular handwashing or use of hand sanitisers. Inform staff and students about handwashing, avoiding touching your face and surfaces and the need to catching coughs and sneezes in tissues.</li> <li>● Daily cleaning of all spaces in use, increased focus cleaning and other hygiene measures – likely to include regular cleaning of high risk surfaces, door handles, keyboards, toilets during the day and deep clean/disinfection of isolation rooms etc. Disposal of waste which may be infected (including single use PPE) in accordance with government guidelines.</li> <li>● Hold classes out of doors where practical and it is compatible with no mixing and keep rooms well ventilated by opening windows.</li> <li>● Provide appropriate protection/PPE/physical barriers for welfare staff and others at particular risk because they are vulnerable (eg pregnant) or unable to keep 2m social distance (eg those at the gate taking temperatures/reception</li> </ul>				

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<p>staff/staff supporting children with particular special needs).</p> <ul style="list-style-type: none"> <li>Take the current level of risk and DfE/FCO/insurer advice into account when deciding whether to undertake/cancel school trips. A limited number of non-residential UK trips may be possible and will be risk assessed as per existing procedures.</li> <li>Arrangements in place to deal with a case or an outbreak with advice from public health authorities and DfE instructions (contingency planning) ranging from self-isolating of close contacts to larger groups requiring further moves to temporary partial closure/remote/blended learning model for that bubble or larger group (attendance may be restricted to vulnerable/key worker children and/or years 10-13).</li> </ul>				
<b>Very high risk of severe Covid-19 infection with further local or national restrictions</b>	Students, staff and visitors may become infected which will normally result in mild symptoms but could result in severe illness or death.	<ul style="list-style-type: none"> <li>Implement substantial closure of schools on the instructions of the DfE or due to staff shortages, limiting provision to care for qualifying key worker and vulnerable children or all or a proportion of priority year groups in accordance with government guidance during a peak in the pandemic and make appropriate staffing arrangements. Provide remote education to those not attending school and keep in touch with staff and students about their circumstances including staff availability for work (onsite or remote).</li> </ul>	1 x 3 = 3	<ul style="list-style-type: none"> <li></li> </ul>		

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
		<ul style="list-style-type: none"> <li>Implement the measures described above for Medium to High Risk for those staff and pupils still coming into school. Social distancing and other mitigation measures should be applied as appropriate to the number of staff and pupils coming into school.</li> </ul>				
<b>Anxiety due to fear of infection</b>	Staff and students could suffer mental ill health.	<ul style="list-style-type: none"> <li>Clear communication of assessment of risks and mitigation arrangements, consulting staff and parents as appropriate.</li> <li>Adjust absence protocols to recognise the risks faced by different individuals.</li> <li>Make counselling and pastoral support available.</li> <li>Monitor staff and student absence patterns and adjust communications as appropriate.</li> </ul>	$2 \times 2 = 4$			
<b>Impact on wellbeing due to disrupted education/work and long periods inside.</b>	Students and staff could suffer mental or physical ill health.	<ul style="list-style-type: none"> <li>The Trust is seeking to maintain educational provision as much as possible in school or using technology to support remote learning.</li> <li>Home Working Policy adopted to help reduce risks to staff.</li> <li>Include additional wellbeing content in the curriculum, using DfE resources as appropriate.</li> </ul>	$2 \times 2 = 4$			
<b>Hazards associated with mitigation measures such as a skin reaction from hand washing and use of sanitiser, use</b>	Students and staff could suffer skin damage	<ul style="list-style-type: none"> <li>Alcohol and non-alcohol sanitiser available/provided.</li> <li>Non-latex PPE provided.</li> <li>Staff and students informed about the risks, procedures and availability of alternative products.</li> </ul>	$2 \times 1 = 2$			

<b>What are the hazards?</b> (List only actual hazards/issues related to planned activities)	<b>Who might be harmed and how?</b> (Staff, students, visitors, include vulnerable groups etc.)	<b>What are you already doing to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Treated Risk Score</b> (Likelihood x Impact = Score, see table at end of doc)	<b>What further action do you need to take to control/treat the risks?</b> (Eliminate, substitute, engineering controls, administrative controls, PPE )	<b>Who needs to carry out the action?</b> (Staff member names or job roles)	<b>When is the action needed by?</b>
<b>of cleaning products or use of PPE</b>						
<b>Hazards associated with administering tests</b>	Students and staff could contract the covid 19 infection	<ul style="list-style-type: none"> <li>• Testing procedures are in place (provided by the government).</li> <li>• Ensure all staff involved in administering tests are appropriately trained in procedures.</li> <li>• Ensure appropriate facilities, equipment and PPE are provided for testing.</li> <li>• Ensure staff and students are appropriately supported with home-testing.</li> </ul>	2 x 2 = 4			
<b>Additional vulnerability of pregnant women.</b>	Pregnant women are at greater risk of a severe covid-19 infection.	<ul style="list-style-type: none"> <li>• Ensure the clinical vulnerability of staff/students who are pregnant is recognised and appropriate adjustments are made to duties and work arrangements including provision for home working where appropriate.</li> </ul>	2 x 1 = 2			
<b>Responsible person name:</b>	Richard Lane		<b>Signature:</b>		<b>Date:</b>	8th March 2021
<b>SLT name:</b>	Richard Lane		<b>Signature:</b>		<b>Date:</b>	8th March 2021

For each hazard please rate the **Risk Impact** and the **Risk Likelihood** using the below table remaining after control measures currently in place are taken into account.  
 Calculate **overall risk scores** based on an assessment of the treated/untreated scores for the highest risk hazard.

		Risk Likelihood		
Risk Impact	Total Risk calculation table	1: Low: Unlikely	2: Medium: Neither Likely nor Unlikely	3: High: Likely
	1: No injury/no or minor property damage	1	2	3
	2: Minor injuries/major property damage	2	4	6
	3: Major injuries/fatality	3	6	9

**Likelihood and Impact** are multiplied to form the risk score with control measures in place.

**Risk Likelihood**  
**Low: Unlikely** means once in more than 100 years or less often

**Medium: Neither Likely nor unlikely** means less often than once in 10 years but more often than once in 100 years.  
**High: Likely** means once in 10 years or more often

**Risk Rating Calculation: Total Risk = Remaining Risk Impact X Remaining Risk Likelihood**

A **Total Risk** score of **1-2** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.  
 A **Total Risk** score of **3-4** should mean you proceed with caution, reconsider control measures, method or even necessity of activity before undertaking it.  
 A **Total Risk** score of **6-9** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

**Please Also Note**

All risk assessments should be approved and signed by SLT/line management as appropriate.